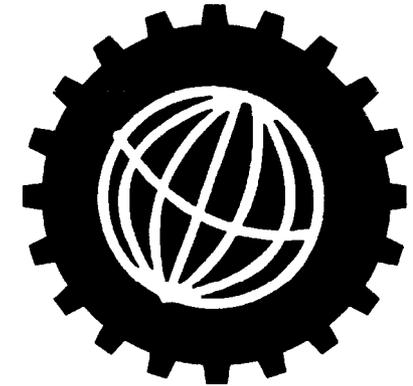


### III.A How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Civic-Political Perspective)



#### K-1 2 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do various factors, including public opinion, influence politics?
- How do decisions and actions of different branches and levels of government have an impact upon one other in the United States political system?
- How do decisions and actions of governments affect people's lives in this and other nations?
- How do events and developments in other nations affect politics in the United States and the lives of American citizens?
- How do policies and actions of the United States Government affect other nations and people in other parts of the world?

Daily newspapers and history books provide ample evidence that political events and decisions often have a profound impact upon people's lives. They may help extend people's freedom of opportunity or deny it. They may promote a nation's economic growth or stifle it. They may regulate the details of people's lives or allow for much autonomy. They may define some behavior as criminal or define that behavior as an unalienable right. They may, by taxing and spending money, reduce the gap between the rich and poor, or increase it. They may promote long peaceful lives for the citizenry or send the youth of a nation off to war and probable death. Such have been the effects of governments from ancient times to the present.

It is important for students to have in-depth understanding of such matters and a strong grasp of current events, because in a democracy citizens have the right and the duty to try to influence their government in ways that help assure the security of a free society. Indeed, citizens have the duty to help carry out the vision expressed in the United States Constitution: "to [help] form a more perfect union, establish justice, insure domestic **tranquillity**, provide for the common defense, promote the general welfare, and secure the blessings of liberty for ourselves and our posterity."

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, **to the state, to the regions of the nation and world, and to national holidays.**

95

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as <b>appropriate, for</b> use in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> <li>1. How do government actions affect communities and people's lives? (SS2; ss3; SS7)</li> <li>2. How do the events we are studying affect the fulfillment of American democratic ideals? (SS1; SS2; SS7)</li> <li>3. Why have events we are studying become political issues? (SS2; SS3; SS7)</li> <li>4. How has the United States influenced other nations? How have other nations influenced United States politics and society? (SS2; SS3; SS7)</li> </ol>	<p><i>As students address the Guiding Questions, they should use and <b>refine the following</b> skills:</i></p> <ol style="list-style-type: none"> <li>a. develop questions to initiate research (1.1)</li> <li>b. conduct research, <b>including field inquiries</b>, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)</li> <li>c. use technological tools and other resources to locate information relevant to research (1.4)</li> <li>d. comprehend and interpret sources, such as stories, books, news media, and direct observations, and evaluate their reliability (1.5; 1.7)</li> <li>e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)</li> <li>f. plan and make written, oral, and visual presentations (2.1)</li> <li>g. exchange ideas in class discussions (2.3)</li> <li>h. identify and describe problems and social issues pertaining to the local community (3.1)</li> <li>i. identify strategies that may be used to prevent or solve problems (3.2; 3.3)</li> <li>j. examine problems and proposed solutions from multiple perspectives (3.6)</li> <li>k. evaluate the extent to which strategies address the problems to which they are applied (3.7)</li> </ol>	<ul style="list-style-type: none"> <li>• Commemorate key public holidays that promote national unity and support for national ideals, such as Flag Day, labor Day, Thanksgiving, Memorial Day, President's Day, Martin Luther King's Birthday, and so on. Compare these holidays to religious and cultural holidays celebrated by some, but not all of the students, such as Christmas and Easter; Jewish New Year (Rosh Hashanna), Day of Atonement (Yom Kippur), and Hannukah; Kwanzaa; Ramadan; Chinese New Year; and others. Relate the celebration of such religious and cultural holidays to the concept of religious freedom in the First Amendment.</li> <li>• Create a national holiday with ideas for its celebration to commemorate some national event.</li> <li>• Investigate how rules and community norms affected the lives of men, women, and children in Native American villages and in early American colonies.</li> <li>• Communicate the effects of a current government decision or a current issue by such means as a <i>web chart</i>, a <i>flow chart</i>, or some other representation.</li> <li>• Use problem-solving strategies in an effort to resolve some current issue in the school, neighborhood, or community. (The process is important. Even not succeeding can be a valuable civic lesson.)</li> <li>• Evaluate solutions to a current issue or social problem in the news.</li> <li>• Show in some visual way how an event in the news has results that relate to one or more democratic ideals (e.g., individual rights, justice, the common good, and equality).</li> </ul>
<p>SOCIAL STUDIES <b>K-4</b></p>		

**III.A How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Civic-Political Perspective)**

What All Students Should Know	What All Students Should Be <b>Able To</b> Do	Sample Learning Activities
	<p>1. make decisions with regard to issues, applying democratic ideals in the process; and explain reasoning used to support them (4.1)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>n. practice honesty and integrity in academic work (4.4)</p>	<ul style="list-style-type: none"> <li>Choose a prominent criminal case and make a T-chart or some other representation that illustrates the public's concern for safety and justice versus the personal rights of the defendant.</li> </ul>

Grades 5-8

Courses, **units**, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should <b>adjust</b> verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> <li>1. How does <i>public opinion</i> influence political decision making? How is public opinion shaped? How well informed is the public on community issues? (SS2; SS3; SS7)</li> <li>2. How are actions in one branch or level of government having an impact upon other branches or levels? (SS2; SS3; SS6; SS7)</li> <li>3. How are decisions of government officials (legislative, executive, or judicial) causing changes, resolving some issues and creating others? (SS2; ss3; SS7)</li> <li>4. Why do <i>democratic ideals</i> and principles of government sometimes conflict with one another in specific cases? (SS1; SS2; SS3; SS7)</li> </ol>	<p><i>AS students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> <li>a. develop questions and ideas to initiate and refine research (1.1)</li> <li>b. conduct research, including <i>field inquiries</i>, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)</li> <li>c. use technological tools and other resources to locate, select, and organize information (1.4)</li> <li>d. comprehend and interpret sources, such as books, news media, and direct observations, and evaluate their reliability (1.5; 1.7)</li> <li>e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)</li> <li>f. plan and make organizing, convincing presentations for a variety of purposes and audiences (2.1)</li> <li>g. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)</li> <li>h. identify and describe problems and social issues pertaining to the local, state, national, and international community (3.1)</li> </ol>	<ul style="list-style-type: none"> <li>• Design and conduct <i>afield inquiry</i> to find answers to questions like these: What sources are most significant in influencing public opinion in the local community? What are the dominant points of view in those sources? How well informed the public is on current issues?</li> <li>• Analyze where Americans get most of their information (TV, books, magazines, radio, etc.), and assess how their patterns of information gathering affect political decision making. Conduct an informal survey of people locally</li> <li>• Evaluate how well newscasts inform the public on important social issues by comparing the amount of “hard news” to “happy talk.”</li> <li>• Identify current issues before Congress. Select one for <i>in-depth</i> study, and participate in a simulated United States Senate hearing to explore different points of view with regard to the issue.</li> <li>• Identify a current issue in the news and one recommendation for how that issue should be addressed. Then, specify one or more democratic ideals that the recommendation will likely advance (e.g., a local school tax levy will likely promote the <i>general welfare</i>). Specify also one or more democratic ideals that the recommendation will likely constrict (e.g., the tax levy will reduce people’s economic freedom, at least in the short run). Discuss the recommendation, and write a position on what should be done, considering the conflicting democratic ideals and the trade-offs entailed.</li> </ul>

What All Students Should Know

5. How do the ideas and practices of one political system influence events and actions in other political systems? (SS2; SS3; SS7)
6. How do multi-national political organizations, such as the U.N., N.A.T.O., etc., influence events and developments? (SS2; SS3; SS7)

What All Students Should Be **Able To Do**

- i. identify strategies that may be used to prevent or solve problems (3.2; 3.3)
- j. examine problems and proposed solutions from multiple perspectives (3.6)
- k. evaluate the extent to which strategies address the problems to which they are applied (3.7)
  1. make decisions with regard to issues, applying democratic ideals in the process, and explain reasoning used to support them (4.1)
- m. analyze and evaluate the processes used in making decisions and solving problems (3.4)
- n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)
- o. practice honesty and integrity in academic work (4.4)

Sample Learning Activities

- Prepare an article for a classroom history magazine on how one clause of the U.S. Constitution (e.g., the “inter-state commerce,” “necessary and proper,” or “equal protection” clause) has been interpreted to expand the powers of government, resolving some issues and creating others. Or, prepare an article on how one or more rights specified in the Constitution has influenced events and given rise to issues.
- Create a videotape, which includes live interviews of local or state government officials, dealing with the officials’ responsibilities and with what motivated them to aspire for their positions.
- Pick a country that is undergoing a serious problem (e.g., Bosnia in 1995). Keep a log for the year on diplomatic relations between our country and theirs, and communicate findings using any of a variety of methods.
- Construct a **timeline** showing what the United Nations or some other multi-national political organization has done during some period of time (e.g., since 1946), and describe how its actions have influenced events and developments in this and other nations.

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

66

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their classes. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> <li>1. What factors shape the public agenda and public opinion? How do/should they influence political events and developments? (SS2; SS3; SS7)</li> <li>2. How do decisions of government officials, government agencies, and other governance systems sometimes lead to changes in people's lives? (SS2; SS3; SS6; SS7)</li> <li>3. How does each branch of government affect and interact with the other branches? (SS2; SS3; SS7)</li> <li>4. How do political and social developments have an impact upon America's democratic ideals? (SS1; ss2; ss3; SS7)</li> <li>5. How do events and developments within and with other nations affect political issues and politics in the United States? (SS2; SS3; SS7)</li> </ol>	<p>AS students address the Guiding Questions, they should use and refine the following skills:</p> <ol style="list-style-type: none"> <li>a. develop questions and ideas to initiate and refine research (1.1)</li> <li>b. conduct research, including field inquiries, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)</li> <li>c. use technological tools and other resources to locate, select, and organize information (1.4)</li> <li>d. comprehend and interpret a variety of sources and evaluate their reliability (1.5; 1.7)</li> <li>e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)</li> <li>f. plan and make organizing, convincing presentations for a variety of purposes and audiences (2.1)</li> <li>g. review and revise communications to improve accuracy and clarity (2.2)</li> <li>h. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)</li> <li>i. identify and define problems and social issues facing community, nation, and world (3.1)</li> <li>j. identify strategies that may be used to prevent or solve problems (3.2; 3.3)</li> </ol>	<ul style="list-style-type: none"> <li>• Based upon research, present a "Meeting of the Minds" program in which the students assume roles of political leaders who discuss major changes that have occurred since 1945 from their historical perspectives.</li> <li>• Construct articles about major post-1945 political events for a classroom history newspaper or magazine.</li> <li>• Analyze a major issue currently in the news by addressing questions like these: How are shapers of public opinion defining the issue? What alternatives are people proposing for how the issue should be resolved? What are likely consequences of those alternatives? Which democratic values (freedom, justice, equality, general welfare, etc.) are favored most and least by the various alternatives? What position should I take on the issue?</li> <li>• Construct a poster to show how one law or court opinion has had a variety of important consequences for the people of the local community and nation.</li> <li>• Analyze the current public agenda as a major class project. In small groups research questions like these: What items are currently included in the public agenda? Is the current public agenda different from that of last year? Who is shaping the public agenda: political leaders, interest groups, the media, individual citizens, others? How can individuals play a role in helping to shape it? Why are some important issues not part of the current public agenda? After the research is carried out, share findings with classmates in any of a variety of formats. Conclude</li> </ul>

What All Students Should Know	What All Students Should Be <b>Able To</b> Do	Sample Learning Activities
<p>6. How do international organizations and international relations affect one another? (SS2; SS3; SS7)</p> <p>7. With regard to the above questions, two additional questions may be asked and used selectively for in-depth study: What issues exist in this area? How should one or more such issues be addressed? (SS1; SS2; SS3; SS6; SS7)</p>	<p>k. examine problems and proposed solutions from <b>multiple perspectives</b> (3.6)</p> <p>l. evaluate the extent to which strategies address the problems to which they are applied (3.7)</p> <p>m. make decisions with regard to issues, applying democratic ideals in the process, and explain reasoning used to support them (4.1)</p> <p>n. analyze and evaluate the processes used in making decisions and solving problems (3.4)</p> <p>o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>p. practice honesty and integrity in academic work (4.4)</p>	<p>the activity by participating in a structured round-table discussion of <del>this question</del>. <del>Is the current public agenda</del> "the right one" for this nation?</p> <ul style="list-style-type: none"> <li>Based upon research, plan and conduct a debate on a current or past international issue in a mock United Nations.</li> <li>In a team of three to five students, investigate a political conflict occurring in another part of the world and communicate clearly to classmates what the conflict is like, its issues, causes, consequences, and effects on United States politics. The communication may be in any of a variety of formats. The same type of activity could be carried out with regard to an issue like "How should we get along with China (or some other nation)?"</li> <li>Based upon research into an issue, write original lyrics to a rap or rock song that informs listeners about an issue. Perform the rap or song in "MTV" style using appropriate props and artifacts of the period (if the issue is historical).</li> </ul>

### III.B How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Social-Cultural Perspective)



#### K-I 2 Content Overview

This strand raises important questions for social studies students/citizens to address **in** specific situations:

- What factors cause changes in cultures?
- What factors cause changes **in** patterns of diversity within cultures? What are the consequences?
- How do different societies, cultures, and subcultures interact with one another?
- How do social changes place strains on institutions and groups in their capacity to address human needs?
- What social issues confront the cultures of this and other nations?

The institutions of society (familial, religious, economic, political, etc.), the structures of society (relationships among social classes, ethnic groups, males and females of different ages, etc.), and the values, beliefs, and behavior patterns within **cultures** provide the contexts for people's lives, our own included. This strand focuses on those events and developments that **cause changes in those institutions, structures, and patterns**; on the social consequences of those changes; and on the issues raised by those consequences. because the quality of our lives and that of others is so much tied to such matters and because we are **all** participants in social systems in the context of **our culture, this** is a very important strand for students and citizens to understand.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

**What All Students Should Know**

*Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)*

1. How and why are things changing in communities? What are the effects of the changes? (SS2; SS6; SS7)
2. What do individuals in this and other classrooms have in common; yet why is each person a unique human being? (SS2; SS7)
3. How do people treat one another? Why do they treat each other the way they do? What happens when people treat others kindly/unkindly? (SS2; SS6; SS7)
4. How can/should people get along with each other? (SS2; SS6; SS7)
5. What are some problems in our community and elsewhere? How do they affect our lives? In what ways might they be solved? (SS2; SS6; SS7)

**What All Students Should Be Able To Do**

*As students address the Guiding Questions, they should use and refine the following skills:*

- a. develop questions to initiate research and make plans for how to investigate those questions (1.1)
- b. conduct research, including field inquiries, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)
- c. use technological tools and other resources to locate information relevant to research (1.4)
- d. comprehend and interpret sources, such as stories, books, news media, and direct observations, and evaluate their reliability (1.5; 1.7)
- e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)
- f. plan and make written, oral, and visual presentations (2.1)
- g. discuss and respond thoughtfully to the ideas of others. (2.3)
- h. identify and describe problems in the school, neighborhood, and community (3.1)
- i. identify strategies that may be used to prevent or solve problems (3.2; 3.3)
- j. examine problems and proposed solutions from multiple perspectives. (3.6)

**Sample Learning Activities**

- Based on research, show by dramatization changes in families in the past generation or two.
- Identify examples of people treating each other kindly and unkindly based on observations of television programs or readings from children's literature. Propose and evaluate strategies that may be used to change the unjust, unkind actions of some people.
- Identify, investigate, and report on efforts to keep customs alive through such means as neighborhood festivals, ethnic communities, religious observances, ethnic restaurants, and clubs.
- After reading and discussing *The Star-Bellied Sneetches*, a humorous Dr. Seuss story about stereotypes and discrimination, define the problem in the story, project consequences of the Sneetches' behavior, and compare to real-life situations.
- Watch tape-recorded news broadcasts of refugee situations, human rights violations, or instances of prejudice. Analyze the situations by asking questions like these: What is happening? What is the problem? What will likely happen if the problem continues? In addition, react to what was observed and discussed through some artistic expression.
- Make a Venn diagram to show what one as an individual has in common with others and how, at the same time, one is unique. A similar Venn diagram could be used to show what the culture of the United States has in common

What All Students Should Know	What All Students Should Be <b>Able To</b> Do	Sample Learning Activities
	<p>k. evaluate the extent to which strategies address the problems to which they are applied (3.7)</p> <p>l. make decisions with regard to issues, applying democratic ideals in the process, and explain reasoning used to support them (4.1)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>n. practice honesty and integrity in academic work (4.4)</p>	<p>with that of another culture and how at the same time it is unique.</p> <ul style="list-style-type: none"> <li>• Simulate a major employer moving to your town and examine the impact on family, business, schools, and government.</li> </ul>

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography

What All Students Should Know	What All Students Should Be <b>Able To Do</b>	Sample Learning Activities
<p>Teachers should <i>adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> <li>1. How and why are things changing in this and other cultures? What are likely results of the changes? (SS2; SS6; SS7)</li> <li>2. How are groups and institutions coping with social change? (SS2; SS6; SS7)</li> <li>3. What role is cultural diversity playing in the events and developments of this and other societies? (SS2; SS6; SS7)</li> <li>4. What patterns of interaction are occurring among different societies, cultures, and subcultures that are in contact with one another? (SS2; SS6; SS7)</li> <li>5. How are social changes placing strains on institutions and groups?</li> </ol>	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> <li>a. formulate questions that focus inquiry and make plans for conducting the inquiry (1.1)</li> <li>b. conduct research, including field inquiries, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)</li> <li>c. use technological tools and other resources to locate, select, and organize information (1.4)</li> <li>d. interpret a variety of sources, such as books, news media, and direct observations, and evaluate their reliability (1.5; 1.7)</li> <li>e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)</li> <li>f. plan and make written, oral, and visual presentations (2.1)</li> <li>g. discuss and respond thoughtfully to the ideas of others (2.3)</li> <li>h. identify and define social problems/issues occurring in this and other cultures studied and describe their complexities (3.1)</li> <li>i. identify strategies that may be used to prevent or solve problems (3.2; 3.3)</li> </ol>	<ul style="list-style-type: none"> <li>• Conduct a school-wide culture fair pertaining to this or other cultures to investigate different aspects of the culture(s) studied, such as leisure time, family life, education, religion, and the world of work.</li> <li>• Develop a speakers bureau of individuals in the community who can speak about different cultures.</li> <li>• Analyze how some aspect of our culture (e.g., education, the family, etc.) has changed. Examine that facet of our culture as it is today and how it came to be. Report findings.</li> <li>• Track international events in the news, select one event to study in an in-depth manner, and predict repercussions for people in Missouri.</li> <li>• Conduct a poll or survey of a sample of adults or students concerning their awareness of a variety of international issues. Share results with your class or other audiences.</li> <li>• Follow events in the news in the United States and other countries and obtain information on how people are coping with changes brought about by the events. List and explain implications of the findings, identify and define problems, and develop strategies for their solution.</li> <li>• Identify a current or historical event or trend and discuss its impact on workers and the workplace.</li> </ul>

What All Students Should Know	What All Students Should Be <b>Able To</b> Do	Sample Learning Activities
<p>For example, how are changes in the family structure placing strains on public institutions? (SS2; SS6; <b>SS7</b>)</p> <p>6. How are social issues and events in other countries affecting people in the United States? (SS2; SS6; SS7)</p>	<ul style="list-style-type: none"> <li>j. examine problems and proposed solutions <b>from</b> multiple perspectives (3.6)</li> <li>k. evaluate the extent to which strategies address the problems to which they are applied (3.7)</li> <li>l. make decisions with regard to issues, applying democratic ideals in the process, and explain reasoning used to support them (4.1)</li> <li><b>m. identify</b> tasks that require a coordinated effort and work with others to complete those tasks (4.6)</li> <li>n. practice honesty and integrity in academic work (4.4)</li> </ul>	

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography

What All Students Should Know	What All Students Should Be <b>Able To Do</b>	Sample Learning Activities
<p>Teachers should <i>adapt</i> the Guiding Questions listed below, as appropriate, for use in their courses. (<i>They</i> should adjust verb tenses depending upon whether the content they are studying pertains to history <b>or</b> current events.)</p> <ol style="list-style-type: none"> <li>1. What changes are occurring in the institutions of the cultures we are studying? What are the forces of change and of stability? (SS2; SS6; SS7)</li> <li>2. How are individuals, groups, and institutions coping with change? (SS2; SS6; SS7)</li> <li>3. What changes are occurring with regard to diversity in this and other cultures? (SS2; SS6; SS7)</li> <li>4. What happens when cultures encounter one another? How are patterns of interaction changing among societies, cultures, and subcultures? (SS2; SS6; SS7)</li> <li>5. What social issues are confronting this and other cultures? What are their probable causes and effects? How might/should they be addressed? (SS2; SS3; SS6; SS7)</li> </ol>	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> <li>a. formulate questions that focus inquiry and make plans for conducting the inquiry (1.1)</li> <li>b. conduct research, including field inquiries, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)</li> <li>c. use technological tools and other resources to locate, select, and organize information (1.4)</li> <li>d. interpret a variety of sources, such as books, news media, and direct observations, and evaluate their relevance, credibility, and point of view (1.5; 1.7)</li> <li>e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)</li> <li>f. analyze and compare the institutions and traditions of past and present societies (1.9)</li> <li>g. plan and make written, oral, and visual presentations (2.1)</li> <li>h. discuss and respond thoughtfully to the ideas of others (2.3)</li> <li>i. identify and define social problems/issues occurring in this and other cultures studied and describe their complexities (3.1)</li> </ol>	<ul style="list-style-type: none"> <li>• Create a directory of social agencies in the community that address social problems and distribute to libraries or other public locations.</li> <li>• Volunteer in hospitals, day care centers, or soup kitchens; log observations and reactions; and identify and describe social issues.</li> <li>• Compare the institution and roles in marriage in different cultures.</li> <li>• Research, analyze, and make a presentation on major changes in the role of schools in Missouri as a result of one or more court decisions or laws.</li> <li>• Conduct research on Supreme Court cases related to religion by examining conflicting arguments in the cases, court decisions, their consequences, and issues remaining.</li> <li>• Investigate a proposal for new legislation, such as a bill to establish English as the official language for the United States, and participate in a presentation on the pros and cons of passing that law.</li> <li>• Examine the issue of gender equity in professional and amateur sports or in the workplace, conducting interviews of local participants and using other sources.</li> <li>• Seek poems, photographs, works of art, music, short stories, plays, and news articles pertinent to some issues pertaining to diversity in society</li> <li>• Examine patterns of behavior in cultures being studied using concepts described by the anthropologist Ralph</li> </ul>

What All Students Should Know

What All Students Should Be **Able To Do**

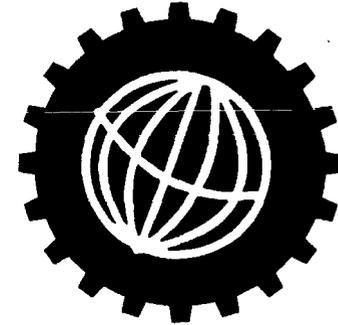
Sample Learning Activities

- j. identify strategies that may be used to prevent or solve problems (3.2; 3.3)
- k. examine problems and proposed solutions, considering a variety of viewpoints and probable consequences for individuals and social institutions (3.6)
- l. evaluate the extent to which strategies address the problems to which they are applied (3.7)
- m. make decisions with regard to issues, applying democratic ideals in the process, and explain reasoning used to support them (4.1)
- n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)
- o. practice honesty and integrity in academic work (4.4)

**Linton** in his book *The Study Of Man (1936)*. *Those* concepts include: “universals” (behaviors expected of any normal person living within a culture like language and patterns of dress); “alternatives” (behaviors recognized as acceptable, but where variations are permitted like the specific music used in wedding ceremonies); “specialties” (behaviors that characterize members of specialized groups within the society, such as age, gender, and occupation groups); and “individual peculiarities” (behaviors that are experimental, individualistic, which might become widespread in the future).

- Examine how the use of electronic communications in the workplace reduces the differences among different societies, cultures, and subcultures.
- Carry out a research project on a topic like, “How do we define, explain, and try to resolve our conflicts with the culture and society of \_\_\_\_\_[name of a nation, with which the United States has some type of conflict]?”

## III.C How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Historical Perspective)



### K-1 2 Content Overview

This strand raises important questions for social studies students/citizens to address:

- As regards major historical events and developments, when did they take place? Why did they occur when they did? What is their special significance?
- What are the relationships among causes and consequences of historical events and developments?
- What have been the roles of the individual, of social trends, and of chance, unpredictable, and irrational factors in shaping events?
- How did people of the past view their worlds and events occurring within them?
- How may understandings of the past be used to comprehend the present and plan for the future?

“Historical developments,” as used in this framework, refers not to single events, such as the start of a war or the election of a President, but to social trends, such as changes in demographics or changes in the influence of particular ideas, beliefs, values, or technologies.

This strand, given the particular Fundamental Question and perspective, relates directly to the academic discipline of history, a field that strives to recreate and interpret what happened in the past based upon analysis of records from the past. Because history may be taught in many ways for many purposes, it is incumbent on those who teach the subject in public school to justify why students should study it in social studies programs and to teach it in ways that directly support the citizenship education mission of social studies. Following is a rationale for this strand and the teaching of history in social studies programs:

1. History, if properly taught, should help students become culturally literate with regard to the nation and world, facilitating conversation across generations with people who share a common memory of the nation’s and humankind’s history. Because allusions to history — Crossing the **Rubicon**, the Industrial Revolution, the American Revolution, Reconstruction, the Great Depression, Munich, the Holocaust, Hiroshima, the Cold War, and so on — are commonly used as symbols in political discourse, knowledge in this area is a necessity for anyone who strives to comprehend and participate in such discussion.
2. History, if properly taught, should help students learn about core values of our society from primary source documents and should help students learn how those values have fared in different times and played roles in issues and human decisions. Such knowledge and perspective should help students understand how those values operate in our society today and think through their positions on how those values should operate in our society in the future. Studies in history should also engage students in studies of other nations and cultures and how their core values influenced events in their histories and in the history of the world.
3. History, if properly taught, should help students learn through concrete cases how factors of human character, geography, economics, government, society, and culture interact with each other to shape events and trends in ways that often have profound, sometimes unpredictable consequences for people’s lives.

### III.C How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Historical Perspective)

4. History, if properly taught, should help students learn what historical knowledge is and how it is created. The fact is that once an event has occurred, it can no longer be observed directly. History as a discipline strives to reconstruct and interpret the event based upon careful analysis of relevant primary and secondary source materials. The challenge is a difficult one, because primary sources reflect only that which has been recorded in some form — many human observations are not recorded — and because primary sources may be lost. In addition, different people often interpret the same event in different ways. Hence, it is helpful to examine different interpretations of an event in an effort to construct one's own interpretation. In many ways, the challenge before the historian is similar to that facing a court, when it tries to reconstruct what happened in a case based upon its examination of the evidence.
5. Finally, history, if properly taught, where students have opportunities to study some issues in depth, should help students gain a base of knowledge and skills for dealing with social issues. They could learn how single events often have multiple causes; how the way people view events reflects perspectives of their times, which may be very different from those of today; how factors of chance, the irrational, and the unexpected often plays an important role in events; and how consequences of decisions are often different from and sometimes more costly than what was intended or expected. Moreover, through historical studies, students should learn about the roots of current issues and learn how to determine whether resolutions of past issues in specific cases are really a good guide to how current issues should be resolved.

Please note that the discussion that follows does not list state-chosen events and developments that should be taught in local school district history programs. Such a list, which could be incredibly long, may imply that any items not listed do not deserve to be taught. We assume that such decisions on specific history content can and should be made at the local level by faculties thinking reflectively and using a variety of resources. At the same time, some specific suggestions on historical themes and events are presented on pages 174-177 in Chapter 4 and in Appendix B, where alternative scopes and sequences are listed.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

**What All Students Should Know**

Teachers should *adapt* the Guiding Questions listed below, as appropriate, for use in their units and lessons.

1. How can we communicate clearly when past events took place? (It is helpful at this level to use terms like “minutes, hours, days, or years ago”; expressions like “long ago” or “when Mom was my age”; and specific dates like 1776 or 1991.) (SS2; SS7)
2. Why may different people vary in how they describe the same event? How can we learn better “what really happened” by studying an event from different perspectives? (SS2; SS7)
3. What do I consider to be “the most important events” in the history of my family, my community, my state, and my nation? (a) What happened in each of those events? (b) What evidence is there that the event happened? (c) Why did the event happen? (d) How did the event change things, such as people’s lives, the environment, etc.? (SS2; SS7)

**What All Students Should Be Able To Do**

As students address the Guiding Questions, they should use and *refine* the following skills:

- a. develop questions to initiate and focus research and make plans for how to investigate those questions (1.1)
- b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)
- c. use technological tools and other resources to locate information that is relevant to the research (1.4)
- d. comprehend and interpret primary and secondary historical sources, identifying perspectives and comparing different accounts of the same event (1.5)
- e. discover and evaluate relationships in information, especially those that are cause-effect relationships (1.6)
- f. evaluate the accuracy of information and the credibility of sources (i.e., interrogate the data and its sources) (1.7)
- g. organize data, information, and ideas into useful forms for analysis and presentation (1.8)
- h. compare the institutions, traditions, and art forms of past and present times (1.9)

**Sample Learning Activities**

- In a primary classroom, help children to place events of the day on a timeline. Then, progress to making timelines of their lives (birth, learned to ride a bike, went to nursery school, etc.) and of their school year.
- Conduct research about people who played important roles in historical events and construct questions to ask them about decisions that they made in those events.
- Write a letter to someone your age living today, describing your community and what you do in it, pretending that you are a boy or girl who lived one hundred years ago.
- Make a collage about a historical place.
- In an activity that may be called “Pioneer Packing,” “Pilgrim Packing,” or “Immigrant Packing,” make a list of essential items for travel that are appropriate for the specified packer and the historical period. Those items should fit into a trunk of specified size and take into consideration resources available at the destination. Draw pictures of the items on the list and answer classmate questions about the list of items.
- Based on studies of individuals who were influential in their region, draft and present introductions of those individuals as if you were introducing them to your parents.
- Based on interviews of senior citizens and guest speakers, construct a poster or booklet about changes in the local community, perhaps focusing on changes in business.
- Make timelines or cause-effect charts of notable events that have occurred in the school, neighborhood, state, or nation. (The timelines or charts may pertain to all sorts of historical subject matter.)

What All Students Should Know	What All Students Should Be <b>Able To</b> Do	Sample Learning Activities
<p>4. What individuals and groups have played major <b>roles</b> in the historical events we are studying? What were their aims, challenges, and accomplishments? (SS2; SS7)</p> <p>5. How have communities and institutions within them changed over time? What led to those changes? <b>HGW</b> have those changes affected people's lives and the environment? (SS2; SS6; SS7)</p> <p>6. How did people of the past view their worlds and events occurring within them? (SS2; SS7)</p>	<p>i. <b>apply historical knowledge</b> and chronological thinking skills to different contexts. (Chronological thinking skills include establishing the temporal order of events, the measurement and calculation of calendar time, and the interpretation of timelines) (1.10)</p> <p>j. plan and make presentations, including historical narratives, for a variety of audiences (2.1)</p> <p>k. review and revise communications to improve accuracy and clarity (2.2)</p> <p>l. exchange information, questions, and ideas, recognizing and comprehending the perspectives of others (2.3)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>n. practice honesty and integrity in academic work by citing sources when ideas of others are used and taking ownership of one's own ideas (4.4)</p>	<ul style="list-style-type: none"> <li>• Write newspaper <b>articles</b> or draw cartoons depicting the discovery of gold, a new settlement, or any other event that changed history</li> <li>• Choose an event or historical period and compare tall tales, legends, historical fiction, and textbook accounts of that event or period.</li> <li>• Make a calendar with symbols for special days in history</li> <li>• Invent new state or national holidays based on historical events and design greeting cards that capture the significance of those holidays.</li> <li>• Make a personal history book using primary sources in the process.</li> </ul>

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography (See examples of scopes and sequences found in Appendix B to this framework.) Within United States and world history courses teachers should have students explore historical themes that are **important for citizens**. **Those** themes **include historical** developments in such areas as these: human migrations and cultural contacts; democracy and other political systems; human rights and political issues; economic systems; technology and human-environment interactions; human ideas (religious, scientific, political, economic, etc.); social relationships (male-female, class, ethnic, racial, etc.); international politics, conflict and cooperation; and cataclysmic events.

What All Students Should Know	What All Students Should Be <b>Able To Do</b>	Sample Learning Activities
<p><i>As teachers teach content they select that relates to such themes, they <b>should</b> adapt the Guiding Questions listed <b>below</b> for use in their courses:</i></p> <ol style="list-style-type: none"> <li>1. What is the chronological sequence of the events we are studying? How do the events relate to one another? (SS2; SS7)</li> <li>2. <b>Which</b> events are “turning-point events”? How should a person decide which events are most important? (SS2; SS7)</li> <li>3. What are the various causes and effects of major historical events? Why is it important to study <b>cause-effect</b> relationships? (SS2; SS7)</li> <li>4. Why, how, and with what <b>consequences</b> have ideas, beliefs, values, and technologies changed and</li> </ol>	<p><i>As students address the Guiding Questions, they should use and <b>refine</b> the following skills:</i></p> <ol style="list-style-type: none"> <li>a. develop questions to initiate and focus research and make plans for how to investigate those questions (1.1)</li> <li>b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)</li> <li>c. use technological tools and other resources to locate, select, and organize information that is relevant to the research, seeking different <b>perspectives</b> on the same event (1.4)</li> <li>d. comprehend and interpret primary and <b>secondary</b> historical sources, identifying perspectives and comparing different accounts of the same event (1.5)</li> <li>e. discover and evaluate relationships in information, especially those that are cause-effect <b>relationships</b> (1.6)</li> <li>f. evaluate the accuracy of information and the credibility of sources (i.e., interrogate the data and its sources) (1.7)</li> </ol>	<ul style="list-style-type: none"> <li>• Based upon study of an event you consider to be a turning-point in history, prepare a story for a classroom history magazine about that event. (The story might predict how things would have been different had the event not taken place.)</li> <li>• Choose a person who promoted one or more innovations, draft questions about him or her, and seek answers to the questions. Here are examples of such questions: What circumstances led the person to press for the innovation? Did some people oppose the innovation? What was the conflict like between the innovator and his or her <b>opponents</b>?</li> <li>• Analyze how and why some ideological movements censor and try to control thought. Present findings in posters, videos, or oral presentations.</li> <li>• Design a map of the world that shows locations of sources from which major ideas found in our culture today originated.</li> <li>• Write in a “diary” personal reactions to a past event from the perspective of a person of that time and place.</li> </ul>

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>diffused <b>within</b> and between <b>cultures</b>? (SS2; SS7)</p> <p>5. What motivated historical figures to act as they did? What were their goals, the barriers to achieving those goals, their ways of dealing with people, and their accomplishments? (SS2; SS7)</p> <p>6. How did people of different cultures and stations in life perceive and evaluate events occurring when they lived? Why may our perceptions and evaluations today be different from theirs then? (SS2; SS6; SS7)</p> <p>7 How should people use understandings of the past as they plan for the future? (SS2; SS7)</p>	<p><b>g. organize data, information, and ideas into useful forms, such as timelines and comparison charts, for analysis and presentation (1.8)</b></p> <p>h. compare the institutions, traditions, and art forms of past and present times (1.9)</p> <p>i. apply historical knowledge and chronological thinking skills to different contexts. (Chronological thinking skills include establishing the temporal order of events, the measurement and calculation of calendar time, and the interpretation of timelines) (1.10)</p> <p>j. identify gaps in historical records and available sources, and <b>marshall</b> contextual knowledge and perspectives of the time and place to construct a story, explanation, or historical narrative (1.2; 1.4; 1.6; 1.7; 1.8; 1.10; 2.1)</p> <p>k. plan and make presentations for a variety of purposes and audiences (2.1)</p> <p>l. review and revise communications to improve accuracy and clarity (2.2)</p> <p>m. exchange information, questions, and ideas, recognizing and comprehending the perspectives of others (2.3)</p> <p>n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>o. practice honesty and integrity in academic work by citing sources when ideas of others are used and taking ownership of one’s own ideas (4.4)</p>	<ul style="list-style-type: none"> <li>• Compare <b>historical</b> events that have something in common, such as two revolutions (e.g., the American and French Revolutions), with regard to origins, conduct, and results.</li> <li>• Collect and explain artifacts that demonstrate the influence of past immigration on our culture.</li> <li>• Keep a bulletin board of clippings about people who are playing leadership roles in bringing about social change. Indicate the impact and importance of their <b>actions</b>.</li> <li>• Read some of Thomas Jefferson’s views from his “Notes on Virginia” and compare his views with those of other leaders of his day and with those of leaders of today</li> <li>• Develop a family tree, showing on it the occupations of each family member. Discuss changes in the occupations shown on the tree.</li> </ul>

**Grades 9-12**

Required courses at this level often pertain to United States history, world history, world geography, and civics or government. (See examples of scopes and sequences found in Appendix B to this framework.) Within United States and world history courses teachers should have students explore historical themes that are important for citizens. Those themes include historical developments in such areas as these: **human** migrations and **cultural** contacts; democracy and other political systems; human rights and **political** issues; economic systems; technology and human-environment interactions; human ideas (religious, scientific, political, economic, etc.); social relationships (male-female, class, ethnic, racial, etc.); international politics, conflict and cooperation; and cataclysmic **events**.

**What All Students Should Know**

As *teachers* teach such themes, they should adapt the Guiding Questions listed *below* for we in their courses:

1. What is the chronological sequence of **events** we are studying? How do the **events** relate to one another? (SS2; SS7)
2. What are the interrelationships among causes and effects of major historical **events** and developments? How can we find out what really happened? (SS2; SS7)
3. What makes some historical **events** more important than others? Why do different sources emphasize different **events**? How should a person decide which **events** are most important? (SS2; SS7)
4. How have ideas, beliefs, values, and technologies changed and **diffused** within and among cultures? (SS2; SS6; SS7)

**What All Students Should Be Able To Do**

As students address the Guiding Questions, they should use and refine the following skills:

- a. develop questions to initiate and focus research and make plans for how to investigate those questions (1.1)
- b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)
- c. use technological tools and other resources to locate, select, and organize information that is relevant to the research, seeking different perspectives on the same event (1.4)
- d. comprehend and interpret primary and **secondary** historical sources, **identifying** perspectives and comparing different accounts of the same event (1.5)
- e. discover and evaluate relationships in information, especially those that are cause-effect relationships (1.6)
- f. evaluate the accuracy of information and the credibility of sources (i.e., interrogate the data and its sources) (1.7)

**Sample Learning Activities**

- As a class project, plan, write and edit a newspaper or magazine for the community with a focus on historical changes and issues during some era, such as the world since 1945. As alternative ways of presenting information, show findings of the research (a) by creating a mural in the style of Thomas Hart **Benton**, (b) by developing a slide show or **hypercard** stack multi-media presentation, or (c) by creating a book jacket with an original title, subtitle, a cover design to depict a change or issue, and a fly leaf presenting a synopsis of the book.
- As a class project in United States or world history, select ten “most important” turning **points**, and communicate those events, justifying in creative ways their importance to audiences that are broader than the classroom. Optional extensions: (a) Create a pictorial **timeline** showing relationships among those events. (b) Show by chart what consequences might have followed if some contingency with regard to a turning-point event had been different (e.g., suppose the Russian winters in 1942 and 1943 were warm ones).
- Compare two historical **events** having some common attribute and present findings in a media presentation.
- Compare different sources on the same event or on the same person using the questions presented in Guiding Question 9.

What All Students Should Know	What All Students Should Be <b>Able To</b> Do	Sample Learning Activities
<p>5. What accounts for commonalities and variations among people in their reactions to similar events and developments? (SS2; SS6; SS7)</p> <p>6. How have individuals influenced events of their times? (SS2; SS7)</p> <p>7. Which has been more influential in shaping events studied: the actions of individuals or forces beyond the control of individuals? How do people, individually or in groups, respond to challenges? (SS2; SS7)</p> <p>8. How did people of different cultures and stations in life perceive and evaluate the events and developments of their times? Why are our perceptions and evaluations today often different from theirs then? (SS2; SS6; SS7)</p> <p>9. How are we to evaluate a historical source? Why was it written (or painted)? Whose viewpoints are presented (and omitted)? Is the account believable? Is the account backed up by other sources? What new insights into ourselves and others can we learn from the source? (SS7)</p> <p>10. How may knowledge of the histories of this and other nations help people comprehend the world today and plan for the future? (SS2; SS7)</p>	<p>g. organize data, information, and ideas into useful forms, such as timelines and comparison charts, for analysis and presentation (1.8)</p> <p>h. compare the institutions, traditions, and art forms of past and present times (1.9)</p> <p>i. apply historical knowledge and chronological thinking skills to different contexts (Chronological thinking skills include establishing the temporal order of events, the measurement and calculation of calendar time, and the interpretation of timelines) (1.10)</p> <p>j. identify gaps in historical records and available sources, and <b>marshall</b> contextual knowledge and perspectives of the time and place to construct a story, explanation, or historical narrative (1.2; <b>1.4</b>; 1.6; 1.7; 1.8; 1.10; 2.1)</p> <p>k. plan and make presentations for a variety of purposes and audiences (2.1)</p> <p>l. review and revise communications to improve accuracy and clarity (2.2)</p> <p>m. exchange information, questions, and ideas, recognizing and comprehending the perspectives of others (2.3)</p> <p>n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>o. practice honesty and integrity in academic work by citing sources when ideas of others are used and taking ownership of one's own ideas (4.4)</p>	<ul style="list-style-type: none"> <li>• <b>Examine causal linkages</b> among <b>various events</b> (e.g., Glorious Revolution, American Revolution, and French Revolution), show by flow chart how they related to one another, and describe how those events relate to us.</li> <li>• Investigate why people sometimes accept rule by dictatorship. Then, draft the resume for one or more dictators, based on research into their lives. (The same kind of activity could be used to present information on the life of any leader.)</li> <li>• Working in pairs, choose the leaders of two different revolutions and, based on research, construct a dialogue between the two leaders where they compare the two revolutions.</li> <li>• Working in groups, develop hypotheses for why there are wars and analyze the onset of several wars to test the validity of the hypotheses.</li> <li>• Working in teams, select an unresolved cultural conflict from somewhere in the world. Research the origins of the conflict and analyze why it hasn't been resolved. Propose plans of action for solving the conflict, taking into consideration the complexities of the conflict.</li> <li>• After studying a particular decade, plan, write, and edit a magazine which communicates the major events and tone of the decade and demonstrates the influence of that decade on the present.</li> <li>• To appreciate some technology invented during some historical era, avoid the technology for an entire weekend and keep a log of observations.</li> <li>• When studying an era in history, come up with a questions that "epitomize thinking of a curious person." Here are a couple of examples: "How did Columbus come up with the idea of sailing West?" "What was the significance of Western Civilization's encounter with Greco-Roman civilization six hundred years ago?" Lots of other possibilities are present in every historical era.</li> </ul>

What All Students Should Know	What All Students Should Be <b>Able To</b> Do	Sample Learning Activities
		<ul style="list-style-type: none"> <li>• Look for instances of cultural contact and diffusion of ideas from one culture to another by analyzing the arts and systems of writing of different cultures.</li> <li>• In an individual or small-group activity, select a topic covered in a history textbook (e.g., Columbus discovers America, Pilgrims found a colony at Plymouth, slavery is practiced in pre-Civil War South, Nazis embark on “the Final Solution,” Congress passes the G.I. bill, etc.) and list all that one can learn about that topic from a commonly used textbook. Then examine other non-textbook sources, primary and secondary, identify new insights gained into the topic as a result of the research, and critique the textbook account, identifying its strengths and weaknesses.</li> <li>• In the context of a U.S. or Missouri history course, take a trip to the past in a “Time Machine,” imagining that one is living in the same family and area, but in a different era, such as the era of Civil War, of World War I, of the Great Depression, or of the Vietnam War. Conduct research to describe plausible circumstances of your life, to ferret out how things came to be as they are, and to identify major decisions you would have to make and their possible consequences. Research findings could be communicated by diary short story, or cartoon book. (A similar activity could be carried out in a world history course, except that the “Time Machine” would have to be able to move not only back in time, but also to a different location.)</li> <li>• As events are studied in history, read a variety of sources on the events, and compose fictitious, but plausible diary accounts that communicate how the events affected the diary’s author and the people close to that author.</li> </ul>

### III.D How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Economic Perspective)



#### K-1 2 Content Overview

This strand raises important questions for social studies students/citizens to address. These questions should be adapted for use in the analysis of past and present events and for predicting what will likely happen in the future using economic principles.

- What factors determine the demand for or supply of specific goods or services? What factors cause changes in demand or supply? What consequences follow as a result of changes in demand or supply?
- How do changes in supply and/or demand affect prices of specific goods or services? What consequences follow as a result of a change in price?
- What consequences follow as a result of economic decisions by individuals, businesses, or governments?
- What factors affect a nation's productivity, unemployment rate, and the stability of its prices? What consequences follow as a result of those changes?
- What consequences follow when governments change their fiscal policies or when a central bank changes a nation's monetary policies? Why are such policies changed?
- What factors change patterns of trade among nations? What consequences result from those changing patterns?

In modern times, where people specialize in producing goods and services and trade in markets to obtain what they do not produce, economic events and developments occurring anywhere on Earth may have profound ramifications for standards of living and life options. As much as a person may have wanted factory work during the Great Depression of the 1930's, for example, the opportunity to do so was very limited. As students graduate from high school or college, their job opportunities will be very much affected by demands in the labor market.

With this strand, students learn the meanings of economic concepts and principles, which may be used to understand economic events occurring about them and affecting their lives. Such concepts include supply, demand, price, *savings*, *investment*, *consumption*, *opportunity cost*, *trade-offs*, interest rates, stocks, bonds, dividends, *monetary policies*, *fiscal policies*, and many others. Such principles include the law *of supply*, the *law of demand*, determination of a market clearing *price* as a result of the combined application of the laws of supply and demand, the need for savings in order to have investment, decisions have opportunity costs, and many others.

Skill in applying economic concepts and principles to the analysis of past and current events is a necessity for informed, responsible citizenship for now and for the future. Citizens make economic decisions that have long-term consequences, they are affected by the decisions of others, and they have the opportunity to vote on economic matters and influence public policy in other ways. This strand, if mastered by students, should help those students make better personal and public economic decisions.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know

*Teachers should adapt the Guiding Questions listed below, as appropriate, for **USE** in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)*

1. How does the quantity of a good or service that people demand vary as the price changes? (SS4; SS7)
2. Why does the *demand* for some goods and services change even when prices do not change? (SS4; SS7)
3. How does the quantity of a product people are willing to produce vary with the price? How does the quantity of a service people **are** willing to provide vary with how much people are willing to pay for the service, that is, the wage? (SS4; SS7)
4. How do businesses decide what to charge for goods and services they sell? What happens if they charge more/less than people are willing to pay? (SS4; SS7)

What All Students Should Be **Able To Do**

As *students* address the Guiding Questions, they *should* use and *refine* the following skills:

- a. develop questions to initiate research and make plans for how to investigate those questions (1.1)
- b. conduct research, including surveys **and field inquiries**, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)
- c. use technological tools and other resources to locate information relevant to research (1.4)
- d. comprehend and interpret sources, such as stories, books, news media, and direct **observations**, and evaluate their reliability (1.5; 1.7)
- e. discover and evaluate patterns and relationships in observations and information (1.6)
- f. organize data, information, and ideas into useful forms for analysis and presentation (1.8)
- g. apply economic concepts and other acquired information and skills to different contexts in everyday life (1.10)
- h. plan and make written, oral, and visual **presentations** (2.1)
- i. exchange information, questions, and ideas in class discussions (2.3)

Sample Learning Activities

- In a primary classroom, organize a bake sale for the school. The baking could be carried out in the classroom as a lesson in measurement and process. Have the class decide on prices, perhaps after conducting market surveys. Evaluate the results after the bake sale. Were prices too high or too low?
- In a primary classroom, show students a popular toy that is hard to find and have students tell what they would be willing to pay for the toy if they had \$25. Present an easier-to-find toy and do the same bidding with the \$25. Then, have students explain why they were willing to pay more in one case rather than the other.
- Design and conduct a survey to determine how many small candy bars of a specific brand people would choose to buy as prices are varied. Organize the data, interpret findings applying the concept of *opportunity cost* (i.e., higher prices entail higher opportunity costs), and report on what was learned.
- Design and conduct a survey to determine how many hours students would be willing to baby-sit as the wages are varied. Organize the data, interpret findings, and report on what was learned.
- Make a plan to determine what causes change in the **demand** for a toy and to determine what results from a change in the demand. Show findings on a cause-effect chart.

What All Students Should Know	What All Students Should Be <b>Able To</b> Do	Sample Learning Activities
<p>5. Why do prices <b>sometimes</b> change? What results when prices change? (SS4; SS7)</p> <p>6. Why do some businesses succeed (or fail) to earn a profit? What results when a business succeeds or fails to earn a profit? (SS4; SS6; SS7)</p> <p>7. Why do people sometimes lose their jobs? What results when people lose their jobs? (SS4; SS6; SS7)</p>	<p>j. <b>identify</b> tasks that <b>require</b> a coordinated effort and work with others to complete those tasks (4.6)</p> <p>k. practice honesty and integrity in academic work (4.4)</p>	<ul style="list-style-type: none"> <li>• Produce a product to sell to other students in the school, develop a plan for how much to charge for the product, and brainstorm ways to increase demand for the product.</li> <li>• <b>As</b> a classroom project, set up a business where goods are produced that would likely be in demand for holiday gift giving. Borrow money to obtain needed production and marketing resources, make the goods, and sell them. After the holiday, determine what profit, if any, was earned. Discuss what may happen in a business if a profit is earned as opposed to if money is lost.</li> <li>• Choose a product and investigate (a) how businesses try to increase the quantity of the product demanded by manipulating the price and (b) how businesses try to increase the demand for the product without changing the price.</li> <li>• Interview people from the local office of the Missouri Division of Employment Security to find out what they do for people who lose their jobs, what fraction of people find new ones, and what happens to those who do not?</li> </ul>

**Grades 5-8**

**Courses, units,** and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know	What All Students Should Be <b>Able To Do</b>	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> <li>How do economists define <i>demand</i>? What factors may cause changes in the demand for a good or service? What consequences follow from changes in demand? (SS2; SS4; SS7)</li> <li>How do economists define <i>supply</i>? What factors may cause changes in the supply of a good or service? What consequences follow from changes in supply? (SS2; SS4; SS7)</li> <li>How do forces of supply and demand interact to determine price in market economies? (SS4; SS6; SS7)</li> <li>How does relative price, the price of one good or service compared to those of other goods and services, influence the behavior of consumers and producers? (SS4; SS7)</li> </ol>	<p>As students address the Guiding Questions, <i>they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> <li>develop questions to initiate research and make plans for how to investigate those questions (1.1)</li> <li>conduct research, including surveys and <i>field inquiries</i>, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)</li> <li>use technological tools and other resources to locate information relevant to research (1.4)</li> <li>comprehend and interpret sources, such as books, news media, economic graphs and statistics, and direct observations, and evaluate their reliability (1.5; 1.7)</li> <li>discover and evaluate patterns and relationships in observations and information (1.6)</li> <li>organize data, information, and ideas into useful forms for analysis and presentation (1.8)</li> <li>apply economic concepts and principles and other acquired information and skills to different contexts in everyday life (1.10)</li> <li>plan and make written, oral, and visual <b>presentations</b> (2.1)</li> <li>exchange information, questions, and ideas in class discussions (2.3)</li> </ol>	<ul style="list-style-type: none"> <li>Plot a <i>supply curve</i> for how many hours a week fellow students would be willing to spend cutting lawns at various rates of pay. How might the supply curve change if some variables change, such as students have access to much better lawn mowers, which increase their <b>productivity</b> or the cost of gasoline increases considerably? Share findings with local business people, and ask them how the study relates to their businesses.</li> <li>Using newspaper articles, predict economic ramifications of weather changes in other parts of the world (e.g., a frost in Brazil that kills coffee plants and orange trees may increase prices), design a study to test validity of the predictions, and report findings.</li> <li>Using studies from history, determine what jobs have increased and declined in demand over a given set of years.</li> <li>Design and carry out a study to find out how local businesses have taken steps to increase their <i>productivity</i>, why they did so, and what the costs and benefits were. Optional extension: Apply ideas learned from the study to the interpretation of events in history and current events, and communicate in some dramatic way a story about steps to increase productivity in some enterprise and the consequences that followed.</li> <li>For a given real-life case or for a case found in fiction, identify alternative consequences of a family or business decision about whether to use income for consumption, saving, or investment. Evaluate the decision, applying explicit criteria generated in class.</li> </ul>

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>5. What consequences result when a family or business makes a major economic decision or has a pattern of economic decisions pertaining to the use its income, i.e., whether to use that income for consumption, saving, or investment? (SS4; SS6; SS7)</p> <p>6. How do changes in interest rates affect savings, investments, and the demand for goods and services? (SS2; SS4; SS7)</p> <p>7. What consequences result from the economic decisions of local governments? (SS2; SS4; SS6; SS7)</p> <p>8. How do economic and political events and developments affect one another? (SS2; SS4; SS6; SS7)</p> <p>9. How do events and developments in other regions and countries have economic effects on citizens of Missouri and the United States? (SS2; SS4; SS7)</p>	<p>j. assess costs, benefits, and other consequences of people's economic behavior (3.8)</p> <p>k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>l. practice honesty and integrity in academic work (4.4)</p>	<ul style="list-style-type: none"> <li>• Compare the strengths and weaknesses of Union and Confederate economies during the times of the U.S. Civil War and predict the effects of those strengths and weaknesses on the war's outcome.</li> <li>• Design and carry out a <i>field inquiry</i> study to investigate the likely impact of layoffs from a failing company on the community and show findings in some creative ways. (The same activity could be modified to investigate the likely impact of a new company moving to the community.)</li> <li>• Survey local athletic stores to investigate the <i>demand</i> for specific team memorabilia. Hypothesize reasons for the demand or lack of demand and predict how the demand might change in the future.</li> <li>• Investigate and report on businesses that have failed in the local community, identifying and categorizing the reasons why.</li> </ul>

**Grades 9-12**

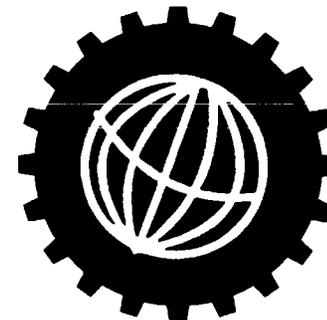
Required courses at this level often pertain to United States history, world history, civics or government, and world geography

122

What All Students Should Know	What All Students Should Be <b>Able To Do</b>	Sample Learning Activities
<p><i>Teachers should <b>adapt</b> the Guiding Questions listed below, as <b>appropriate</b>, for use in their courses. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> <li>1. What factors are contributing/may contribute to changes in the demand, supply, and prices of specific goods and services? What are likely consequences of those changes? (SS4; SS7)</li> <li>2. What short- and long-term consequences will likely result from economic decisions or economic decision patterns of individuals, businesses, or governments? What are the opportunity costs of decisions to consume, save, or invest in human or capital resources? (SS2; SS4; SS6; SS7)</li> <li>3. What factors affect this (or another) nation's total production of goods and services, its productivity, its unemployment rate, and the stability</li> </ol>	<p><i>As students address the Guiding Questions, they should use and <b>refine</b> the following skills:</i></p> <ol style="list-style-type: none"> <li>a. develop questions to initiate research and make plans for how to investigate those questions (1.1)</li> <li>b. conduct research, including surveys <b>and field inquiries</b>, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)</li> <li>c. use technological tools and other resources to locate information relevant to research (1.4)</li> <li>d. comprehend and interpret sources, such as books, news media, economic graphs and statistics, and direct observations, and evaluate their reliability (1.5; 1.7)</li> <li>e. discover and evaluate patterns and relationships in observations and information (1.6)</li> <li>f. organize data, information, and ideas into useful forms for analysis and presentation (1.8)</li> <li>g. apply economic concepts and principles and other acquired information and skills to different contexts in everyday life (1.10)</li> <li>h. plan and make written, oral, and visual presentations (2.1)</li> <li>i. exchange information, questions, and ideas in class discussions (2.3)</li> </ol>	<ul style="list-style-type: none"> <li>• Trace articles in the newspaper to find indicators of changes in the <i>supply, demand,</i> and price of a good or service, and predict consequences.</li> <li>• Using historical examples, explain how new technologies of the past have affected the supply of and demand for goods and services. Use that information to help make predictions on how new technologies of today will likely affect supply and demand in the future and discuss with classmates how those hypothesized changes should be considered when making personal plans for the future.</li> <li>• Create advertisements for products that were in demand in earlier historical eras, which are no longer in demand, and be prepared to answer questions about the advertisements and about the research carried out upon which the advertisements are based.</li> <li>• Interview business people to learn from them why and how they have increased productivity and what have been the consequences.</li> <li>• In task forces, investigate major post-World War II economic changes, with each group focused on a single topic. Investigate using historical statistics, references on CD-ROM, other library resources, and interviews. Predict consequences of such changes and investigate whether the predictions in fact occurred. Debate which changes were most significant.</li> <li>• Collect information about an economic system undergoing change, such as that of the Russian economy, and</li> </ul>

What All Students Should Know	What All Students Should Be <b>Able To</b> Do	Sample Learning Activities
<p>of its prices? What consequences will likely follow as a result of those developments? (SS2; SS4; SS7)</p> <p>4. What consequences are likely when national governments change their <i>fiscal policies</i> or when central banks (e.g., the Federal Reserve Bank) change their <i>monetary</i> policies? Why are such policies changed? How shall a person evaluate those policies? (SS2; <b>SS4</b>; SS6; SS7)</p> <p>5. How are changes in economic systems affecting individuals, businesses, households, and nations? (SS2; <b>SS4</b>; SS6; SS7)</p> <p>6. How are government policies and economic conditions affecting one another? (SS2; <b>SS4</b>; SS6; SS7)</p> <p>7. What factors have led to patterns of trade among nations and to changes in those patterns? What consequences will likely result from those changing patterns? (SS2; SS4; SS6; SS7)</p>	<p>j. analyze and evaluate people's economic decisions, considering short- and long-term consequences, costs and benefits, and whether the decisions resolved problems or created more new ones (3.8)</p> <p>k identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>1. practice <b>honesty and integrity in academic work</b> (4.4)</p>	<p>analyze the <b>information in</b> order to characterize the changes and predict their many consequences.</p> <ul style="list-style-type: none"> <li>• In teams set up pretend stock market portfolios with assistance of a stock broker. Examine effects of national and world events upon the prices of stock in the portfolio.</li> <li>• At the beginning of a school year, invent five very different fictitious, but plausible families (e.g., families with varied numbers and ages of their members, with varied levels of wealth and different occupations, etc.). Then, through the year, track developments in the news and hypothesize probable economic effects of those developments upon the families.</li> <li>• Analyze a past, current, or proposed economic policy, predict consequences of the policy, determining whether it is likely to solve the problem to which it is applied, and evaluate the consequences. Then, participate in a debate on the policy</li> <li>• Using historical economic statistics, communicate the significance of those statistics in a variety graphic ways.</li> </ul>

### III.E How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Geographic Perspective)



#### K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- Where are the locations of current and historical events?
- What are the characteristics of the places of events? Why is it important to define places by both their cultural and physical characteristics?
- How may we use geographic representations, tools, and technologies to acquire, process, evaluate, and report information about places?
- How do the physical and cultural characteristics of places interact with each other, change, influence events and developments, and affect people's lives?
- How may we use the concept of region to interpret the earth's changing complexity?
- Why are geographic factors important for us to use when we analyze current and historical events and developments?

Because human events all occur someplace, it is critical that students be able to use a geographic perspective when examining those events. That perspective provides powerful tools and technologies (maps, globes, Geography Information Systems, etc.) for learning about the places of events. The perspective provides useful concepts for organizing and reflecting on place-related information pertinent to events. The perspective encourages people to consider the fact that the locations and characteristics of events may be a powerful influence on the nature, duration, and spread of the events; that any given place where people are present has both physical and cultural characteristics, which are in processes of change and interaction with one another; and that people and places are interconnected with one another in communication, transportation, and trade networks. In addition, the perspective encourages us to place events in the context of the whole Earth, applying the concept of region, which defines areas of the Earth in terms of some common characteristic, such as terrain, population density, dominant religion, political jurisdiction, economic production, the presence or absence of strife, and so on. In sum, students need the capacity to apply the geographic perspective in order to understand the dynamics of the world in which they live and be able to deal with that world in an informed, responsible manner.

**Grades K-4**

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

125

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> <li>1. Where are current events taking place? (SS5); SS7)</li> <li>2. How do physical and cultural characteristics of our community compare to those of other communities? (SS5; SS7)</li> <li>3. How do locations and characteristics of places vary in what they offer as settings for different human activities? (SS5; SS7)</li> <li>4. How do physical processes shape features and patterns on the Earth's surface? (SS5; SS7)</li> <li>5. What are causes and effects of human migrations and of different kinds of human settlement? (SS2; SS5; SS7)</li> </ol>	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> <li>a. develop questions to initiate research. (1.1)</li> <li>b. conduct research to answer questions and evaluate information and ideas (1.2)</li> <li>c. plan and conduct <i>field inquiries</i> into the local community to learn about its geographic characteristics (1.3)</li> <li>d. use technological tools and other resources to locate information (1.4)</li> <li>e. interpret geographic sources (maps, globes, aerial photographs, geographic models, etc.) and other sources (stories, books, news media, direct observations, etc.) to learn about locations, features, and <i>spatial relationships</i> (1.5)</li> <li>f. make direct observations and examine maps, globes, and aerial photographs in order to determine geographic patterns and relationships (1.6)</li> <li>g. evaluate the accuracy of information and the reliability of sources, and evaluate one's own <i>mental maps</i> to determine if they are adequate for understanding events and developments in the community, state, and nation (1.7)</li> <li>h. organize data, information, and ideas into useful forms for analysis and presentation (1.8)</li> </ol>	<ul style="list-style-type: none"> <li>• Construct a pin map for current events.</li> <li>• Collect geographic tools (maps, atlases, and aerial photographs, etc.) and demonstrate how to use them.</li> <li>• Using maps drawn on the playground or large floor maps, show spatial relationships and how to move from one place to another.</li> <li>• Have students make an animal atlas of the world in which they draw on maps the animals that are characteristic of different regions of the various continents. Draw conclusions about animal adaptations and habitat conditions, perhaps indicating which animals are endangered species. (Students might also be asked to make "house atlases.")</li> <li>• Using one's own <i>mental maps</i>, answer questions about locations of places, and draw maps showing place locations and physical features. (Places should include home, school, neighborhood, state, and nation, and parts of the world the class has studied.)</li> <li>• Match plants, animals, and terrains to regions of the United States or world. Describe how the plants, animals, and terrains are interrelated in ecological systems and how people use and sometimes misuse them.</li> <li>• Draw a map showing how the school building and neighborhood have changed over time.</li> <li>• Create a scale model or map of the local community showing locations of its key places. Explain locations of different districts and kinds of places in the community</li> </ul>

**III.E How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Geographic Perspective)**

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>6. How and why do different people perceive the same place in different ways? (SS5; SS6; SS7)</p> <p>7. How do people depend on, adapt to, and change their physical settings? (SS2; SS5; SS6; SS7)</p> <p>8. How do people define and use resources? How do their uses of resources affect environments? (SS2; SS4; SS5; SS6; SS7)</p> <p>9. How may <i>regions</i> of Missouri, the United States, and the world be defined, described, and related to one another? (SS2; SS5; SS6; SS7)</p>	<p>i. make written, oral, and visual presentations; produce maps that communicate information and are visually pleasing (2.1)</p> <p>j. exchange information, questions, and ideas in class discussions (2.3)</p> <p>k. identify and describe problems in the school, neighborhood, and community (3.1)</p> <p>l. evaluate the extent to which strategies address the problems to which they are applied (3.7)</p> <p>m. use geographic information when making decisions, and explain reasoning used to support them (4.1)</p> <p>n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>o. practice honesty and integrity in academic work (4.4)</p>	<p>and patterns of movement between them. Explain why certain essential services (police department, street lights, fire hydrants, etc.) are located where they are.</p> <ul style="list-style-type: none"> <li>• Create a newscast in the form of an in-depth special on one or more aspects of a region (climate, terrain, products, etc.)</li> <li>• Make a Missouri board game decorated with symbols for special places, landmarks, and key events.</li> <li>• Make a database of cities based on <i>relative and/or absolute location</i>, climate, and attractions.</li> <li>• Develop a travel brochure featuring human and physical characteristics of the local community.</li> <li>• Pretending you are a landform (mountain, canyon, mesa, etc.), tell the story of your birth and development.</li> <li>• Survey the community for human-made geographic features. List them, describe them, and explain how they relate to the physical landscape.</li> <li>• Investigate and show examples of how resource mining or development affects a place. If the effect is negative, make a decision on whether the benefits outweigh the costs.</li> <li>• Make a <i>T-chart</i> to compare the livability of places. Show the pros and cons of a place based on fixed criteria, such as weather, transportation, other geographical concerns, etc. Consider the fact that different people will have different criteria. Draw conclusions about desirability and make a decision.</li> </ul>

**Grades 5-8**

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

127

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> <li>1. Where are specific events taking place? Why in those <i>locations</i>? (SS2; SS5; SS7)</li> <li>2. How may we use physical and human characteristics in describing and analyzing <i>places</i>? (SS5; SS7)</li> <li>3. How do physical processes shape Earth's physical features and ecosystems? (SS2; SS5; SS7)</li> <li>4. How does human activity make use of and affect physical environments (<i>human-environment interactions</i>)? Why do/should people monitor changes in the environment caused by natural and human factors? (SS2; SS5; SS7)</li> <li>5. How have the ways in which resources are defined, distributed, and used affected events and</li> </ol>	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> <li>a. develop questions and ideas to initiate and refine research (1.1)</li> <li>b. conduct research to answer questions and evaluate information and ideas (1.2)</li> <li>c. design and conduct <i>field inquiries</i> into the local community to learn about its geographic characteristics (1.3)</li> <li>d. use technological tools and other resources to locate information (1.4)</li> <li>e. interpret geographic sources (maps, globes, aerial photographs, models, databases, etc.) and other sources (news media, etc.) to learn about locations, features, and <i>spatial relationships</i> among places and regions (1.5)</li> <li>f. make direct observations and examine maps, globes, and aerial photographs in order to determine geographic patterns and relationships (1.6)</li> <li>g. evaluate the accuracy of information and the reliability of sources, and evaluate one's own <i>mental maps</i> to determine if they are adequate for understanding events and developments in the community, state, nation, and world (1.7)</li> </ol>	<ul style="list-style-type: none"> <li>• Using mental maps, locate places in the news, answer geographic questions such as what states or nations are located on the route between two places, and describe features of places.</li> <li>• Use observation, maps, and other tools to identify, describe, and compare the physical and human characteristics of places and to make and test hypotheses about places.</li> <li>• Tailor three descriptions of your community for three individuals, who vary by age, gender, and the place and culture from which they have come.</li> <li>• Construct diagrams, maps, and verbal descriptions that explain the earth's physical forces and the processes that have produced renewable and nonrenewable resources.</li> <li>• Create a <i>T-chart</i> with the left-hand column listing major migration <i>movements</i> in the United States and the right-hand column identifying the reason for the migration.</li> <li>• In a team of students, design and produce a publication or presentation about regions of the world. Focus on the variety of ways of defining regions; compare regions; show how they interact, perhaps using transparency overlays; describe how they change; and explain causes and effects of people's changing images of them.</li> </ul>

**III.E How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Geographic Perspective)**

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>developments in the world? (SS2; SS5; SS7)</p> <p>6. How may we analyze the world by <i>regions</i>? Why is it useful to do so? (SS2; SS5; SS6; SS7)</p> <p>7. Why are there variations among people's mental maps and among their perceptions of places? (SS5; SS7)</p> <p>8. How may geographic perspectives be used to help understand current and past events and developments and to plan for the future? (SS2; SS5; SS7)</p>	<p>h. organize data, information, and ideas into useful forms for analysis and presentation (maps, tables, web charts, etc.) (1.8)</p> <p>i. apply geographic information-processing skills, such as organizing the world by regions, looking for geographic patterns, and applying geographic concepts, to develop and clarify ideas (1.10)</p> <p>j. make written, oral, and visual presentations; produce maps that communicate information and are visually pleasing (2.1)</p> <p>k. exchange information, questions, and ideas in class discussions (2.3)</p> <p>l. identify and describe problems in the school, neighborhood, and community (3.1)</p> <p>m. evaluate the extent to which strategies address the problems to which they are applied (3.7)</p> <p>n. use geographic information when making decisions, and explain reasoning used to support them (4.1)</p> <p>o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>p. practice honesty and integrity in academic work (4.4)</p>	<ul style="list-style-type: none"> <li>• Construct a web chart or yarn map that shows how the various regions of the United States and world relate to one another through trade, resources, and tourist attractions. Focus on ways that one region can alleviate the problems of another.</li> <li>• Compare United States population density maps from the mid-1800's Gold Rush era, the early 1900's immigration era, and the current era, and compose explanations.</li> <li>• Investigate and show examples of how people have adapted to and changed their physical setting in different times and places.</li> <li>• Look for relationships between geographical factors and historical developments, as would be explored in a study of questions like the following: "Why did the Greeks in Ionia and Attica develop a civilization and not Greeks in the hospitable western part of the Greek peninsula?" "Why did the Moslems so easily conquer the Byzantine civilization in north Africa?"</li> </ul>

**Grades 9-12**

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

129

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> <li>1. Where are specific events taking place? Why in those locations? Is there a pattern of historical events in those locations? (SS2; SS5; SS7)</li> <li>2. What are the causes and effects of change in the physical and human characteristics of one's locality and of other places? (SS2; SS5; SS7)</li> <li>3. How are physical features and ecosystems of the earth distributed, affected by physical processes, and connected to one another? (SS2; SS5; SS7)</li> <li>4. How does human activity use and change physical environments? How should such activity be evaluated? (SS2; SS5; SS7)</li> <li>5. How and why do people monitor changes in the physical environment</li> </ol>	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> <li>a. develop questions and ideas to initiate and refine research (1.1)</li> <li>b. conduct research to answer questions and evaluate information and ideas (1.2)</li> <li>c. design and conduct field inquiries and inquiries into databases to formulate and test hypotheses and to learn about geographic settings (1.3)</li> <li>d. use technological tools and other resources to locate information (1.4)</li> <li>e. interpret geographic sources (maps, globes, aerial photographs, models, databases, remotely sensed images, Geographic Information Systems, etc.) and other sources (news media, etc.) to learn about locations, features, and <i>spatial relationships</i> among places and regions (1.5)</li> <li>f. make direct observations and analyze geographic resources in order to determine geographic patterns and relationships and expand and refine one's ideas (1.6)</li> <li>g. evaluate the accuracy of information and the reliability of sources, and evaluate one's own <i>mental maps</i> to determine if they are adequate for understanding events and developments in the community, state, nation, and world (1.7)</li> </ol>	<ul style="list-style-type: none"> <li>• Develop case studies illustrating how technology increases people's control over nature (e.g., center pivot irrigation in southwest United States, canal system of early China, and tunnel connecting England and France). Show how that control has affected land-use patterns and living conditions.</li> <li>• Using fiction and music, examine how people express attachment to places and regions and predict how the stories would need to be changed if they had different place settings.</li> <li>• Analyze how human activity along Missouri's major rivers has changed the state in different times and locations, considering environmental, economic, political, and social ramifications. Display findings on maps.</li> <li>• Using a Chamber of Commerce brochure format, show cultural and physical characteristics of the same place at different times (e.g., London as a Roman outpost in Britain, as a medieval trading center, and as seat of global empire in the 19th Century). Note which characteristics of the place have changed and which have remained the same.</li> <li>• Determine why people chose to migrate to another place using primary sources to assess the relative influence of "pull factors" of the potential destination and "push factors" of the home area. Present findings in some visual format.</li> </ul>

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>caused by natural and human factors? How might/should problems in the environment be defined and addressed? (SS2; SS5; SS7)</p> <p>6. How do people’s geographic perspectives, realities, and processes of change influence specific events and developments? How should such factors be considered when planning for the future? (SS2; SS5; SS7)</p>	<p>h. organize data, information, and ideas into useful forms for analysis and presentation (maps, tables, web charts, etc.) (1.8)</p> <p>i. apply geographic information-processing skills, such as organizing the world by regions, looking for geographic patterns, and applying geographic concepts, to develop and clarify ideas (1.10)</p> <p>j. make written, oral, and visual presentations; produce maps that communicate information and are visually pleasing (2.1)</p> <p>k. exchange information, questions, and ideas in class discussions (2.3)</p> <p>l. identify and describe problems in the school, neighborhood, and community (3.1)</p> <p>m. evaluate the extent to which strategies address the problems to which they are applied (3.7)</p> <p>n. use geographic information when making decisions, and explain reasoning used to support them (4.1)</p> <p>o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>p. practice honesty and integrity in academic work (4.4)</p>	<ul style="list-style-type: none"> <li>• Conduct a survey to test the law of retail gravitation (i.e., the number of visits a resident of one area makes to competing shopping centers is inversely proportional to distances between the residential area and the two centers and directly proportional to town size). Prepare a report with relevant graphics to share with local business people.</li> <li>• Interview different people in the local area about their mental maps of the local area or about some other region in the world. To what extent are their perceptions similar? Expand this exercise by examining different world maps from the perspectives of other countries (e.g., a world map centered on China or with Australia at the top).</li> <li>• Develop maps or graphs to show relationships between cities of the Midwest by developing time-to-travel distance ratios for the shipping of products. Predict distribution and travel centers by examining U.S. maps and research the hypotheses by groups. How is Missouri affected by its location within the region, by transportation routes, and by current methods of transportation?</li> <li>• Use a computer database to divide the world into regions by social, political, and economic criteria. Display findings graphically and relate to current social and political issues.</li> <li>• Illustrate the movement of major ideas which have influenced large groups of people in history using models, maps, etc. (e.g., impact of Buddhism on the cultures of China, Southeast Asia, and Japan).</li> </ul>